



# Soar with Common Core

The Next Generation  
Assessment

# Next Generation Assessments

## **Smarter Balanced Assessment Consortium (SBAC)**

- **SBAC will replace the California state tests**
- **Summative Assessments**
  - Mandatory in grades 3-8 and 11 (English-Language Arts and Mathematics)
  - [Computer Adaptive!](#)
  - [Information for Smarter Balanced Assessments](#)
- **Interim Assessments**
  - Optional, same scale as Summative Assessments
- **Formative Tools and Processes**
  - Resources for teacher to understand student learning needs
- **Online Reporting System**
  - Secure reporting, quick turnaround of results, more information

# Next Generation Assessments

## **Smarter Balanced Assessment Consortium (SBAC)**

When will the new assessments be used by California schools?

- Field testing conducted in 2012-13 by a limited number of schools
- Field Testing to continue in 2013-14. Smarter Balanced will target 20% or more schools for participation
- Full implementation 2014-15
- What will the children be tested on and what will the assessment look like?

These next-generation assessments are aligned to the [Common Core State Standards \(CCSS\)](#) in English language arts/literacy and mathematics for grades 3-8 and 11. That means students in all states will be taught to the same high standards





## Claims for the English Language Arts/Literacy Summative Assessment

### Overall Claim for Grades 3–8

**“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”**

#### Claim #1 – Reading

“Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

#### Claim #2 – Writing

“Students can produce effective and well-grounded writing for a range of purposes and audiences.”

#### Claim #3 – Speaking and Listening

“Students can employ effective speaking and listening skills for a range of purposes and audiences.”

#### Claim #4 – Research/Inquiry

“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”



## Claims for the Mathematics Summative Assessment

### Overall Claim for Grades 3–8

**“Students can demonstrate progress toward college and career readiness in mathematics.”**

#### Claim #1 – Concepts & Procedures

“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

#### Claim #2 – Problem Solving

“Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

#### Claim #3 – Communicating Reasoning

“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

#### Claim #4 – Modeling and Data Analysis

“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

# Next Generation Assessments

## Smarter Balanced Assessment Consortium (SBAC)

Item Types will include:

- **Selected-response** items prompt students to select one or more responses for a set of options.
- **Technology-enhanced** items take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types.
- **Constructed-response items** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.  
Technology Enabled/Technology Enhanced
- **Performance tasks** measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

# The Selected Response

Let's take a look at math...



Mathematics | English Language Arts

43044



Look at point  $P$  on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by  $P$ ? Choose Yes or No.



# The Selected Response

43044



Look at point  $P$  on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by  $P$ ? Choose Yes or No.

- |           |  |                           |                          |
|-----------|--|---------------------------|--------------------------|
| <b>A.</b> |  | <input type="radio"/> Yes | <input type="radio"/> No |
| <b>B.</b> |  | <input type="radio"/> Yes | <input type="radio"/> No |
| <b>C.</b> |  | <input type="radio"/> Yes | <input type="radio"/> No |
| <b>D.</b> |  | <input type="radio"/> Yes | <input type="radio"/> No |
| <b>E.</b> |  | <input type="radio"/> Yes | <input type="radio"/> No |

# The Selected Response

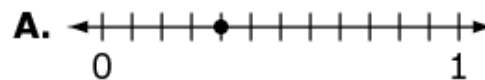
43044



Look at point  $P$  on the number line.

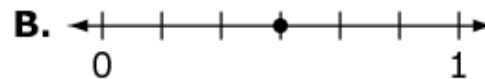


Look at number lines A – E. Is the point on each number line equal to the number shown by  $P$ ? Choose Yes or No.



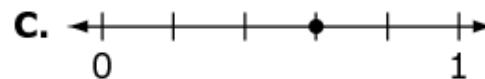
☒ Yes

☐ No



☐ Yes

☒ No



☐ Yes

☒ No



☒ Yes

☐ No



☐ Yes

☒ No

# The Selected Response

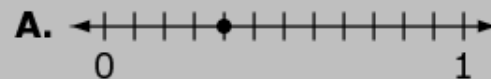
43044



Look at point  $P$  on the number line.

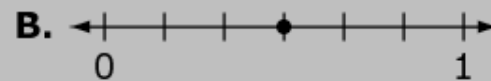


Look at number lines A – E. Is the point on each number line equal to the number shown by  $P$ ? Choose Yes or No.



☒ Yes

☐ No



☐ Yes

☒ No



☐ Yes

☒ No

## Score Result

Your response earned 1 points of a possible 1

All credit answer

The student correctly classified each value.

Your answer



Ok

☐ No

☒ No

# The Selected Response

43044



Look at point  $P$  on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by  $P$ ? Choose Yes or No.

## Fractions 1

Grade: 3

Claim 1: Concepts and Procedures

Target: 1F

CCSS: 3.NF.3a

This item demonstrates a shift in the standards, asking grade 3 students to understand that fractions are numbers, not just pizzas and pies.

# The Constructed Response

Constructed responses are open ended, short answer questions that measure application-level cognitive skills as well as content knowledge. No opinion questions.

43022



A rectangle is 6 feet long and has a perimeter of 20 feet.

What is the width of this rectangle? Explain how you solved this problem.

|

# The Constructed Response

43022



A rectangle is 6 feet long and has a perimeter of 20 feet.

What is the width of this rectangle? Explain how you solved this problem.

I started with the perimeter of 20 feet and then subtracted 6. Then I subtracted 6 again since there are 2 lengths. I got an answer of 8 feet left. I then divided 8 by 2 since there are 2 widths and got an answer of 4 ft for the width. So my problem looked like this.  
 $20 - 6 - 6 = 8$  feet. Half of 8 feet is 4.

# The Constructed Response

## Rectangle 1

Sample Top-Score Response:

$$20 - 6 - 6 = 8 \text{ feet}$$

Half of 8 feet is 4 feet, so the width is 4 feet long.

**Full credit (2 points):**

The response demonstrates a full and complete understanding of problem solving. The response contains the following evidence:

- The student determines that 4 feet is the width of the rectangle with a correct process clearly demonstrated.

**Partial credit (1 point):**

The response demonstrates a partial understanding of problem solving. The response contains the following evidence:

- The student determines 4 feet is the width, but does not show sufficient work to support this conclusion.

OR

- The student begins a correct process for determining the missing width, but ends up with an incorrect solution due to an incomplete process, computational mistake, or other mechanical error in the process.

# The Constructed Response

## **Rectangle 1**

Grade: 4

Claim 2: Problem Solving

Target: 2A, 2C

CCSS: 4.MD.3

This item is the less difficult of two for the same assessment target. Smarter Balanced is exploring different student response formats for items of this type.



# The Performance Task

- Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis
- Some constructed-response items and performance tasks can be scored automatically; many will be hand-scored by professionally trained readers.
- These tasks will be delivered as part of the interim and summative components of the assessment system
- More extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources.

**Let's try it out!!!**

## Welcome to the Smarter Balanced Practice Test

The Smarter Balanced Practice Test is available to schools and districts for practice and training purposes, professional development activities, and for discussions with parents, policymakers, and other interested stakeholders.

- Scoring guides for the Smarter Balanced Practice Test are available under [Resources and Documentation](#).

Note that some braille tests have a separate scoring guide, but the general scoring guide is applicable to all other accommodations and any braille test for which an independent scoring guide is not posted.

*Added September 4, 2013*

- The Practice Test can be taken on any Internet-connected computer using a current Web browser including:

- Mozilla Firefox
- Google Chrome
- Microsoft Internet Explorer 10
- Apple Safari

Currently, Microsoft Internet Explorer 9 is not a supported browser. We are looking into supporting IE 9 by fall 2013.

*Added August 29, 2013*

- To experience the text-to-speech functionality, the [Secure Browser](#) application is required.

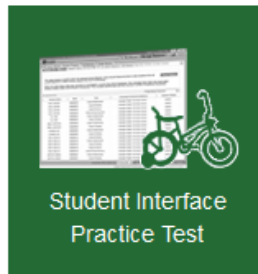
*Added July 28, 2013*

- To administer a braille test, access the [TA Practice Site](#).

*Added July 28, 2013*

- See [Resources and Documentation](#) for supporting materials related to the Practice Test, including information about other devices supported for testing.

*Added July 28, 2013*





## Usability, Accessibility, and Accommodations Guidelines

### **Smarter Balanced Adopts Usability, Accessibility, and Accommodations Guidelines**

Policy will ensure next-generation assessments meet the needs of English language learners and students with disabilities

**OLYMPIA, Wash. — September 11, 2013 —** The Governing States of the [Smarter Balanced Assessment Consortium](#) (Smarter Balanced) voted to approve the *Usability, Accessibility, and Accommodations Guidelines* in advance of a large-scale Field Test of the assessment system in early 2014. The unanimous decision by the Consortium's Governing States represents an important milestone toward implementing assessments aligned to the Common Core State Standards in the 2014-15 school year.

# Universal Tools

## Embedded

Breaks, Calculator,  
Digital Notepad,  
English Dictionary,  
English Glossary,  
Expandable Passages,  
Global Notes,  
Highlighter,  
Keyboard Navigation,  
Mark for Review,  
Math Tools,  
Spell Check,  
Strikethrough,  
Writing Tools, Zoom

## Non-embedded

Breaks,  
English Dictionary,  
Scratch Paper,  
Thesaurus

## Designated Supports

### Embedded

Color Contrast,  
Masking,  
Text-to-speech,  
Translated Test  
Directions,  
Translations (Glossary),  
Translations (Stacked),  
Turn off Any Universal  
Tools

### Non-embedded

Bilingual Dictionary,  
Color Contrast,  
Color Overlay,  
Magnification,  
Read Aloud,  
Scribe,  
Separate Setting,  
Translation (Glossary)

## Accommodations

### Embedded

American Sign Language, Braille,  
Closed Captioning, Text-to-speech

### Non-embedded

Abacus, Alternate Response Options,  
Calculator, Multiplication Table,  
Print on Demand, Read Aloud,  
Scribe, Speech-to-text



Stay i

ABOUT

SMARTER BALANCED ASSESSMENTS

K-12 EDUCATION

HIGHER EDUCATION

## ***Frequently Asked Questions***

- ▶ 1. What is the Smarter Balanced Assessment Consortium?
- ▶ 2. What are the Race to the Top Assessment grants?
- ▶ 3. What will the Smarter Balanced Assessment Consortium provide?
- ▶ 4. When will the new assessments be in place?
- ▶ 5. How will Smarter Balanced assessments contribute to student success?
- ▶ 6. How do states join Smarter Balanced?
- ▶ 7. What will the assessments cost?
- ▶ 8. How is Smarter Balanced different from current assessments?

<http://www.smarterbalanced.org/resources-events/faqs/>

# Thank you!

